A Study of Issues and Challenges of Digital Technology in Teaching and Learning English Language in Yemen and India: A Comparative Study

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Introduction

Today, rapid changes and advances in science and technology affect the lifestyle of individuals. The rapid advancement of technology gives rise to new improvements in education and methods of teaching. When the technologies used in the educational field from the past to the present are examined, it is seen that there is a transformation from the blackboard and chalk to the computer, internet, and smartphones world, even to smart technologies with artificial intelligence. Especially in recent years, computers, smartphones, and internet technologies have had such a wide area of use in our lives that it was unthinkable for education services to be left out of the field. The occurrence of these improvements raises the question mark whether these technologies are efficient in learning English or not. What are the modern issues of using digital technology in teaching and learning English? What are the challenges of using digital technology in teaching and learning English?

The word "Digital technology is related to electronic tools, systems, devices, and resources that generate, store, or process data. Well known examples include social media, online platforms, websites, multimedia, and smart phones, etc.''. Developing technology enables students to learn the English language in a fun and easy way through digital devices. So far the English language is one of the difficult languages for people that do not belong to English culture. Most people in the world have their own dialects and they speak in their mother tongue. These students who are studying in Yemen and India cannot acquire English easily because they have different languages and dialects spoken in their mother tongue and English is considered a foreign language in these countries.

Even though Digital technologies are still in the beginning stages of making their way into the educational realm and into learning English, it does offer the capabilities of greatly enhancing teaching and learning. Digital technologies can be applied to smartphones that are commonly used by students or computers or special devices for it. And this may generate satisfaction in the users when making use of those technological tools and using them as a learning environment. This study will be a survey and investigation of learning English issues and challenges in India and Yemen to explore how it affects the students positively or negatively. And how their readiness to apply this technology in learning English..

The researcher will study the use of Digital technologies in learning English and the obstacles that face students in India and Yemen while learning English. Use of Digital technologies as assistance to overcome the challenges and barriers to learning English, there are some new strategies that can be utilized by some students in the new technology age for the sake of learning English.

The researcher thinks that the present study will identify the issues and challenges and try to explain them completely to offer the best and most convenient resolutions and remedies for the explored and studied matters of Learning English.

The present study will focus on the issues of using them in teaching and Factors such as students' and teachers' levels of readiness, acceptance, and knowledge will be investigated. The researcher will pinpoint the difficulties in using Digital technologies and find the solutions with special reference to their influence on learning English.

Statement of the problem and questions of the Study:

Digital technology has revolutionized language teaching and learning, but it presents unique challenges in diverse educational contexts. The integration of digital technology presents both opportunities and challenges for English language instruction, but understanding these issues and challenges is crucial for devising strategies to enhance English language instruction and learning through digital technology. Yemen and India, both with distinct cultural backgrounds, have challenges in effectively integrating digital technology into English language teaching and learning. These include cultural resistance, lack of infrastructure and technical skills, excessive consumption, limited access to technology and resources, affordability, and poor teacher training. This study aims to investigate these issues and challenges by examining the various experiences of these two countries and offering evidence-based recommendations for policymakers, educators, and educational institutions as well as learners.

The statement of the present study can be figured out in the following questions:

- What are the perceived advantages and disadvantages of using digital technology for English language teaching and learning in Yemen and India?
- What are the main challenges faced by educators and learners in integrating digital technology into English language teaching and learning in Yemen and India?
- To what extent do the cultural backgrounds of digital technology on English teachers and learners in Yemen and India influence their familiarity with utilizing it for learning?
- Which specific digital technology tools are commonly utilized by English teachers and students in the learning process in Yemen and India?
- What are the existing opportunities and resources available in Yemen and India for leveraging digital technology in English language learning?
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Hypotheses of the study:

The study has hypothesized that there are some common issues and challenges in English language teaching and learning while using digital technology.

- H0: There are no significant differences in the perceived benefits of digital technology between English teachers and learners in Yemen and India.
- H0: There are no significant differences in the challenges faced by educators and learners in Yemen and India when integrating digital technology into English language teaching and learning

- H0: There are no significant differences in digital technology familiarity between English teachers and learners in the two countries.
- H1: There are significant differences in the preferred tools used by English teachers and learners in Yemen and India.
- H1: India offers more diverse and accessible opportunities for applying digital technology in language education compared to Yemen.

Objectives of the Study:

. The current study seeks to achieve the following objectives :

1- To highlight the pros and cons of using digital technology in learning and teaching the English language in Yemen and India.
2- To investigate the challenges faced by educators and learners in integrating digital technology into English language teaching and learning in Yemen and India.
3- To compare the cultural backgrounds of English teachers and learners regarding their familiarity with digital technology tools in the English language learning process in Yemen and India.
4- To identify the tools that teachers and students use through the English learning process in Yemen and
5- To explore the available opportunities for applying digital technology in the English Learning processes in Yemen and India.

Significance of the Study:

It is important to note that there are studies done on issues using ICT in education as a general but a few relative studies conducted in using Digital technology with ELT. Despite the usage of Digital Technologies in the field of education gradually increasing over time, especially with the rapid growth of mobile devices and applications. A lot of institutions are not aware of the benefits of using Digital Technologies while teaching English, and the level of acceptance of Digital Technologies in the educational context is still relatively low. No recent comparative studies especially in this sector were done to focus attention on Modern issues and trends in teaching English. So the idea of this topic came and the researcher hopes that the major findings may lead to recommendations that will improve the level of teachers' and students' ability to use Digital Technologies effectively while learning English in Yemen and India. The importance of this study lies in that it is considered a comparative study that discusses the issues and challenges of digital technology in teaching and learning the English language. it opens the doors for teachers, students, educational institutions, and decision-makers to benefit from digital technology tools in developing the journey of learning the English language and how to overcome its challenges stay away from its negatives, and get the mutual experiences in both countries. The researcher looks to be a new scientific addition to the field of scientific knowledge and be a key to researchers in the field of integrating

digital technology in ELT. Finally, the findings of this study have an impact on other countries and can contribute to cross-cultural areas and collaboration between English teaching programs in Yemen and India.

Scope and Limitation of the Study:

The current study has some limitations related to time, place, participants, and subject matter. The present study is an attempt to study the issues and challenges while integrating digital technology tools in English language teaching and learning by undergraduate teachers and students in Yemen and India. The population is limited to the UG of students and teachers at the Department of English in both countries. The limitation of the sampling would be three Universities from Yemen (Al-Mahrah, Hadhramout, and Sana University) and three universities from India (SRTMU, Osmania, Kerala University) . It would be conducted during the academic years of 2024-2025. The general scope of this study is ELT and EFL. No doubt that digital technology has a vital role in teaching and learning English. therefore the issues and challenges of using digital technology tools in English language teaching and learning would be discussed. The digital technology tools are enormous, so this study would be limited to social media, online platforms, websites, multimedia, smartphones, software apps, SMART Boards, Virtual Reality (VR), and Augmented Reality (AR). The area of this research is pinpointed clearly. The literary works and print materials in any other language other than English will not be selected.

Research Methodology :

In order to examine the issues and challenges associated with using digital technology in English language instruction in Yemen and India, this study uses a comparative research approach. By analyzing the similarities and differences between the two nations, a comparative approach can shed light on how well digital technology works in a variety of sociocultural contexts for language instruction. Thus this study employs a mixed-methods research design

The current study carries out the quantitative and qualitative methods and an analytical descriptive approach in collecting data. Masoued & Al-Mizjaji (2015) described a descriptive method as a useful method to investigate various educational problems and challenges. It aims to report things as they are. However, descriptive research aims at collecting data objectively through questionnaires, interviews, and observations" (p.30). Two tools would be used to collect the data: an interview and a questionnaire.

Data Collection and Instruments:

To collect data and achieve the objectives of the study, two instruments were developed. To achieve the objectives of the study, a questionnaire, and an interview are developed to collect the data. The questionnaire aimed to identify the challenges and the tools

of digital technology. The second instrument is an interview. It aimed to collect data about the opportunities available in Yemen and India.

The sample of the study :

The population is limited to the UG of students and teachers at the Department of English in both countries. The limitation of the sampling would be three Universities from Yemen (Al-Mahrah, Hadhramout, and Sana University) and three universities from India (SRTMU, Osmania, Kerala University).

Tools and Techniques :

The researcher will prepare a questionnaire and interview tool for the study investigations into the integration of digital technologies and their challenges. The investigator will use the tools to keep in mind one of the objectives of the study and prepare the following tools.

b) Questionnaire :

The questionnaire will be prepared by the researcher which includes a total number of 90 questions for the students and 45 for the teachers. The questionnaires will be validated by a researcher and other experts.

c) Interview :

Semi-structured interviews: Have one-on-one conversations with educators and students to learn more about their perspectives, experiences, and difficulties when it comes to utilizing digital technology for English language instruction.

Focus groups: Facilitate group talks with teachers and learners in selected locations to examine shared experiences and collective perspectives on technology integration..

Data Analysis :

Data will be collected by using a questionnaire structure interview. The questionnaire will analyze through content analysis. It will be used statistical techniques through percentile, graphs, correlation, chi-square, etc. it will use Data Analysis Software . For example, SPSS software will be use for analyzing the questionnaires and MS-Excel will be used for the process of graphics, etc.

Limitation of the Study :

The present study has a limitation: it is distributed into two categories.

A. Selection of colleges and universities :

The present study will limit to ELT more specifically teaching the strategies and techniques of teaching English with the help of digital technologies. The sample will be collected from undergraduate students of affiliated colleges at (Al-Mahrah, Hadhramout, and Sana University) in Yemen, and three universities from India (SRTMU, Osmania, Kerala University). The sample will be selected randomly.

B. Selection of the Teachers and Students:

In the present study, the researcher will select samples randomly whereas will be selected one hundred students and fifteen teachers from each department of English of the selected Universities for the study.

SOURCES:

1) Primary Sources:

Primary sources will consist of the data collection on the basis of fieldwork. The data will be based on the questionnaire as well as interview.

2) Secondary Sources:

Compatible material such as books, journals, conferences, periodicals, etc

Review of Literature:

1- Mondal & Pal (2022) Nearly every element of modern life has been impacted by digital technology, and this is also true of teaching and learning. Digital technologies like ICT-based (e.g., smartphones, tablets, laptops, smart TVs, etc.), social media (e.g., Facebook, YouTube, blogs, Twitter, LinkedIn, Telegram, WhatsApp web, etc.), and programmed learning (online courses like Swayam, Swayam Prabha, MOOC, etc.) have grown in popularity in recent years. This article, which is based on analysis, looks at how digital technology affects teaching and learning. Understanding the effects of digitization on the education sector and demonstrating its operation are the goals of this study. This is a descriptive research that solely relies on secondary data analysis. Today, digital education is becoming a bigger focus in all schools, colleges, and institutions. The need for this technology-based education has been high, particularly since Covid-19. Nowadays, online courses are more in demand than the more conventional in-person courses. Numerous influences of digital technology on education greatly aid students in understanding the steps and advancement needed for their future. Since the online platform is accessible around-the-clock, students are not constrained by a set and rigid time schedule and can join whenever it is convenient for them. This online education is conveniently available on a variety of platforms that all students are familiar with. Because of the government's support for technology-based education and its numerous programmes, this education is now available in even the most isolated areas. Online education is a growing face of India's education system. Since the new Education Policy (NEP) in 2020, many changes have been made in the education system, including online education.

2- Abbasova1 & Mammadova1(2019) also found that to investigate the impact that digital technology plays in both learning and teaching second languages, the study

employed a qualitative technique. Six lecturers working at Khazar University in Azerbaijan, who range in age from 23 to 55, were interviewed in-depth. Teachers claim that the usage of technology significantly affects students' learning of a second language. Positive feedback is more prevalent, despite some professors displaying the detrimental effects of contemporary technologies on grabbing students' attention. Teachers gave examples of how using technology in teaching and learning promotes students' interest in learning. Overall, this study gives readers a broad overview of how both professors and students use digital media and how successfully second language instruction using technology works at higher education institutions in Azerbaijan. Future studies in the same field are required to compare the perspectives of teachers and students individually in a larger sample and pinpoint the crucial variables that influence teachers' decisions to opt for traditional approaches.

3- In another study by Liu (2009), In order to improve language listening and speaking among 7th grade students, sensors and ubiquitous computing were integrated into the Handheld English Language Learning Organization (HELLO), a learning environment for the study of the English language. With order to promote learning, various zones (or places) of the school, including the lab and the stationery store, were covered in learning games. this was an outdoor activity where students could move around freely to any of the areas and learn/practice/engage in conversations with a Virtual Learning Tutor (VLT) on their PDA device about the relevant area. According to the study's findings, pupils were less anxious when practising their speaking since they felt more comfortable speaking to the VLT's software rather than a real person. As a result, the kids were able to learn more effectively while simultaneously feeling happy and having fun..

4- Jadhav (2018) The 21st century is the age of digitization, and digital technology has invaded every nook and cranny of the classroom. Digital technology is being used by the instructor to make the teaching and learning process more effective. The value of the English language is growing quickly. All Indian students should use the English language more often. Therefore, it is a teacher's responsibility to have access to affordable digital technology, which is used in daily life and improves communication in the classroom.

Tentative Chapter Scheme:

The proposed study would be divided into five chapters:

The First Chapter: Introduction and An Overview of Digital Technologies in Teaching and Learning :

This chapter will include a discussion of the sociolinguistic theories of language acquisition, A brief survey of Yemen and India English Teaching and learning – an overview about integrating Digital technology in ELT and learning- a Statement of the Problem - Research Objectives – The Necessity of the Study – Plan of the Study, methods, and approaches, sources, and its limitations, etc.

The Second Chapter: Review of Literature

This chapter will include a discussion of the Literature Review about English language Teaching and learning .

The Third Chapter: Research Methodology

It is taken for granted that the methodology is essential in any research because the validity and reliability of the results depend on the methods and procedures adopted by the researcher to achieve the objectives of the study. In second/foreign language learning, the research methodology should include experiments, case studies, surveys, field studies, and so on. It will present the analysis of data to comparative of the collected from different colleges and departments by the students and teachers selected at Yemeni Universities(Al-Mahrah, Hadramout, and Sana), and Indian Universities (SRTMU, Othmania, and Kerala). It will be a questionnaire- and interview-based comparative study of English language learning through digital technologies in selected universities.

The Fourth Chapter: Data analysis

Since this study uses both objective and subjective instruments, both qualitative and quantitative analyses are performed on the data that will be gathered. The reader is better able to comprehend how often or prevalent or typical the finding is thanks to the quantitative analysis. Moreover, even in a qualitative examination, numbers are useful and shouldn't be disregarded. As a result, depending on the needs of the study, both quantitative and qualitative analyses will be applied whenever and wherever appropriate.

The fifth Chapter: Findings and Conclusion

The study will come to a close with this chapter. It will conclude with a list of recommendations and ideas for additional research after summarizing the key findings in light of the study's questions and aims. The research findings from the data analysis will be presented in this chapter concerning the research hypotheses. The chapter concludes by outlining the limitations of the study and offering recommendations for additional research.

Procedure of the study :

1. Reading the theoretical literature and previous research studies.

2. preparing and Building the questionnaire and other methodology then presenting them to a number of arbitrators.

3. Choose the search sample.

4. Interview with the research sample.

5. Application of the questionnaire on the research sample.

6. Data collection and statistical processing.

7. Analyze and discuss the results.

8. Provide a summary of the results and recommendations .

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